

Questions Team Members Must be Able to Answer as a Result of the Site Visit

The following questions are organized by MoSTEP standards. In many instances, however, the answer to a question will inform more than one standard. Furthermore, answers to these questions apply to both the Unit and to individual Programs.

Standard 1 (Performance Standards)

1. What are the performance expectations for students completing the General Education curriculum? How does the General Education curriculum address each of the following areas: the fine arts, communications, history, literature, mathematics, philosophy, the sciences and the social sciences? How are students assessed? By what procedures is the General Education curriculum evaluated? By whom? And on what schedule?
2. What evidence is presented to verify the institution's, the Unit's, and the programs' commitment to and incorporation of multi-cultural and global perspectives?
3. To what extent do curriculum matrices indicate that ALL relevant Quality Indicators AND Subject Specific Competencies are being taught via the curriculum? To what extent are the matrices reflected in Professional Education (minimally) syllabi?
4. What evidence exists of candidates' ability to integrate educational theory into their own practice?
5. What evidence is presented of candidates' satisfactory demonstration of the performance expectations established for their professional role in the public schools? Does the unit/program present all the required data sources to document candidate preparation to assume all professional responsibilities? Do interviews with faculty and school-based personnel corroborate the findings presented in these data sources? **(Refer to criterion #4 of Unit Standard 1 rubric for mandatory array of performance data.)**
6. How does the unit ensure that candidates complete the course/credit-hour requirements and field/clinical experiences required by the certificate for which they are recommended? Do all candidates complete the requirements?

Standard 2 (Program and Curriculum Design)

1. How was the Unit's Conceptual Framework derived? Who participated? In what ways has the Conceptual Framework been shared throughout the Unit's professional community? To what extent is the Conceptual Framework clearly built upon identified and current research and best practice? What evidence is there that program curricula prepare pre-service educators for service in increasingly multi-cultural schools? On what schedule has the Conceptual Framework been evaluated? By what means is the Unit evaluating the efficacy of its Conceptual Framework?
2. To what extent are faculty from across the institution, faculty from the public schools, and pre-service educators able to articulate the Conceptual Framework?
3. What procedures are used by the Unit and the programs within the Unit to develop and refine its educator preparation curriculum? What evidence is there of systematic planning and continuous evaluation of the professional education curriculum? What data are collected and shared? With whom? And on what schedule?
4. To what extent does EACH program leading to initial or advanced certification reveal

curricular coherence? Reveal embedding of all relevant Quality Indicators and Subject Specific Competencies? Reveal assessment of each candidate's performance regarding relevant Quality Indicators and Subject Specific Competencies?

5. How are faculty involved in aligning their curriculum with the expectations of the MoSTEP Quality Indicators for Beginning Teachers, for Beginning School Leaders, for Beginning School Counselors, and for Beginning School Library/Media Specialists. To what extent is curriculum AND assessment data clearly mapped to the relevant Quality Indicators and Subject Specific Competencies?
6. What procedures are used by the Unit and the programs within the Unit to develop its educator preparation curriculum? What evidence is there of systematic planning and continuous evaluation of the professional education curriculum? How are faculty in the content areas involved in aligning their curriculum with the expectations of the MoSTEP Quality Indicators for the Beginning Professional in Missouri and the Subject-Specific Competencies for the Professional in Missouri? What procedures are used by faculty in the content areas for evaluating their curriculum against the performance of candidates relative to those expectations?
7. By what means does the Unit ensure that the curriculum is being taught and assessed across instructors and/or across instructional sites?
8. How well does the unit's programs reflect the characteristics of High Quality Programs?
 - a. How does the unit ensure that its programs' curriculum design and course syllabi are coherent?
 - b. How do the MoSTEP Quality indicators, Subject Specific Competencies, and certification requirements influence the design, implementation, and evaluation of courses and field experiences?
 - c. To what extent does the evidence demonstrate the faculty's commitments to preparing candidates to function effectively with diverse pK-12 student populations? To what extent are candidates being taught research-based strategies regarding closing achievement gaps in Missouri schools?
 - d. To what extent does the evidence demonstrate the faculty's commitment to preparing candidates with expertise in integrating technology into their practice?
9. To what extent is the Unit's assessment system clearly defined? Valid? Fair and unbiased? By what means is the Unit monitoring and evaluating the validity and reliability of its selected measures/instruments?
10. On what schedule does the Unit analyze candidate, program, unit, and conceptual framework assessment information? With whom is the information shared?
11. How does the unit use information technologies systems and tools to manage and report all components of the assessment system? How does the unit collect and use follow-up data from candidates, recent graduates, employers, and other members of the professional community to improve its programs and student performance? What does follow-up data are provided from each certification program reveal about the quality of that program and its candidates?
12. What sorts of modifications has the Unit and/or individual Programs initiated as a result of

assessment data?

13. By what means is the Unit (and individual programs) assessing the impact of its **candidates** on PK-12 education? By what means is the Unit (and individual programs) assessing the impact of its **faculty** on PK-12 education? In what ways has impact assessment affected curriculum design?
14. To what extent do alternative certification and add-on certification programs satisfy DESE certification requirements?

Standard 3 (Field Experiences and Clinical Practice)

1. What evidence is there that pre-service educators are practicing their craft in **diverse** clinical settings? To what extent are candidates' experiences based on clearly stated criteria, criteria that are themselves based in the Quality Indicators applicable to the candidates' field of study? To what extent do ALL programs adhere to Unit policies regarding clinical practice? What are the expressed purposes of clinical experiences and to what extent are students, public school personnel, and content-area faculty involved in the formation and evaluation of these objectives?
2. How are public school teachers, counselors, library/media specialists, and building administrators oriented to the Unit's Conceptual Framework and the performance expectations expressed in the MoSTEP Quality Indicators?
3. How do the Unit and the programs within the Unit prepare public school teachers, building administrators, counselors, and library/media specialists to evaluate the clinical performance of the pre-service educators?
4. In what ways are clinical experiences provided early and throughout the pre-service educator's preparation? How do field and clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers?
5. To what extent are clinical experiences integrated into the components of the preparation curriculum?
6. In what ways do pre-service educators' clinical experiences ensure that they will participate in the experience (vs. merely observe)?
7. In what ways are clinical sites evaluated? On what schedule are clinical sites evaluated?
8. In what ways does the Unit (or individual programs) collaborate with PK-12 professionals to design AND evaluate clinical and other field experiences?
9. With what districts and/or buildings do programs have formal partnerships? By what criteria are these partnerships defined and evaluated?
10. By what means does the Unit ensure that candidates' clinical experiences (including culminating experiences) correspond to their sought certificate(s)?
11. In what ways does the Unit and its programs ensure that its candidates conduct their clinical practice under the supervision of appropriately licensed public school partners? And are supervised by qualified Unit faculty?
12. In what ways do programs ensure that students witness high-quality educational practice in

their clinical experiences?

13. How has unit implemented a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. ' 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.040? To what extent is the policy implemented/followed?

Standard 4 (Candidates)

1. What controls ensure systematic collection of data about students in the programs – from application for admission through exiting the program? To what degree is the information accurate – particularly in terms of being accurate across Unit or program reporting? Who is involved in reviewing and evaluating the data?
2. How is eligibility for admission to educator preparation (initial and advanced) determined? Who is involved in making those determinations?
3. What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining a diverse student population? In what ways does institution-wide policy and resources support the unit's recruitment and retention efforts?
4. What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining students into high-demand teaching and non-teaching fields?
5. What evidence exists that the Unit accommodates transfer and non-traditional students?
6. To what extent do all programs (undergraduate and graduate) base admission on multiple forms of assessment, including but not limited to assessments of academic proficiency?
7. Who has responsibility for policy and practices on matters of orientation, advising, and counseling students admitted to educator preparation? What systems has the unit implemented to ensure that candidates receive appropriate academic and professional advisement throughout their professional education programs?
8. What evidence exists that the Unit and individual programs within the Unit have established and are using performance-based, developmentally appropriate benchmarks to determine students' progress through the program? How is this evidence being used by the Unit and its programs to improve student performance?
9. What evidence exists that students' progress is being assessed through multiple measures?
10. By what means do the Unit and the individual programs ascertain current students' perspectives on the effectiveness of programs and curriculum?
11. How are professional education faculty preparing students for required exit assessment (summative Quality Indicator based assessments and subject-matter exit testing)? In what ways are faculty assisting candidates who are experiencing difficulty meeting their exit assessment requirements?
12. What form of summative Quality Indicator based assessment is the Unit using? In what ways is that assessment integrated into all components of the candidate's preparation program?
13. To what extent is the Unit (and each program within the Unit) using at least the minimum set of assessments identified in criteria #8, Standard 4? (content knowledge assessments

required for state certification/licensure; at least one additional indicator of content knowledge; the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities; the candidate's performance in clinical practice (student teaching, internship, etc.); and the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments)

14. How is eligibility for recommendation for licensure determined?
15. How is feedback from graduates and from their employers communicated within the Unit and among the programs within the Unit? What evidence is there that the information provided by graduates and their employers is actually being used in program improvement?
16. How are the Unit and the programs within the Unit supporting graduates?

Standard 5 (Faculty)

1. What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining a diverse faculty population? In what ways is the institution and the unit evaluating its faculty recruitment and retention policies? In what ways are the institution and the unit using the results?
2. What data reveal that the educational and experiential preparation of faculty (full-time and adjunct) is adequate to prepare educators for Missouri schools?
3. What evidence shows that teaching assignments are consistent with each faculty member's preparation and teaching experience?
4. What assurance is there that instructors of special methods courses are well acquainted with elementary, middle school, and secondary programs and activities?
5. What evidence reveals a faculty possessing knowledge and experience related to preparing candidates to work with PK-12 students (including students with exceptionalities) and faculties from diverse backgrounds?
6. How does the professional education faculty ensure a continuing and vital connection with elementary, middle school, and secondary schools?
7. What faculty members, if any, have been teaching outside their fields of preparation and experience?
8. How do teaching loads of the education faculty compare with those across the institution?
9. How are student advising responsibilities determined? How is this assignment treated in determining faculty load?
10. How many faculty are involved in supervision of clinical experiences (including, but not limited to, student teaching and other culminating practica/internships)? How is this assignment treated in determining faculty load? What evidence is there that these faculty are not only qualified to evaluate the specific candidates to whom they have been assigned, but also that they are current with state, district, Unit, and program initiatives and practices?
11. How extensive is the use of part-time (or adjunct) faculty? How much turnover is there among the adjunct faculty? In what ways are adjuncts supported and brought into the culture of the Unit? What special knowledge and experiences do these adjuncts bring to the Unit's programs?
12. In what ways do the institution, Unit, and programs ensure that faculty throughout the

institution model effective and varied teaching practices, including but not limited to effective integration of technology into their teaching?

13. In what ways do the institution, Unit, and programs ensure that faculty throughout the institution model effective integration of diversity into their teaching?
14. In what ways is faculty teaching performance evaluated against the performance of students? What evidence is there to suggest that teaching in the unit and its programs is high-quality, effective, consistent with the conceptual framework, reflects current research and effective practice, including technology use and an awareness of the impact of diversity and/or exceptionalities among students?
15. What supports and encouragements does the institution and the Unit provide faculty for pursuit of scholarly activity? What evidence is there that faculty are availing themselves of these supports?
16. What supports does the institution and the Unit provide faculty for their own professional development? What evidence is there that faculty are availing themselves of these supports? To what extent are faculty professional development activities focused on improving the performance of students? What evidence is there of faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. ' 168.400.3 (2005)

Standard 6 (Governance, Organization, and Authority)

1. What evidence exists that that the designated board of the institution promotes and supports sound educational programs?
2. What evidence is provided by the Unit and by programs within the Unit that the control of teacher licensure programs is exercised by a defined administrative and instructional unit?
3. Who is responsible for the administration of the educator preparation programs? How is this person(s) selected? By whom is this individual's performance evaluated?
4. Who is authorized to recommend candidates for licensure?
5. What evidence indicates that the Unit operates as a professional community?
6. What evidence indicates that the Unit is provided sufficient personnel (faculty and staff) to develop, administer, evaluate, and revise all professional education programs?
7. In what ways and to what extent does the institution provide ongoing resources (e.g., technology, support staff, etc.) to the unit's systematic collection, analysis, and dissemination and use of candidate, program, and unit assessment data?

Standard 7 (Professional Community)

1. What evidence indicates that there is institution-wide participation in the development of policies, curriculum, and evaluation regarding teacher preparation?
2. What evidence is there of consultation and participation with elementary and secondary school personnel in planning and evaluating educator preparation programs?
3. In what ways are faculty in the content areas involved the preparation of beginning and advanced educators?
4. By what means do professional education and content-area faculty contribute to the improvement of education in the public schools?

5. What evidence indicates that the Unit provides its candidates with varied opportunities to develop as professionals, e.g., participation in professional education organizations or in professional conferences?
6. In what ways are Unit faculty collaborating with PK-12 faculty and administrators to improve outcomes for PK-12 students, faculty, professional education candidates and faculty, and other stakeholders?

Standard 8 (Resources)

1. What evidence is there of the institution's commitment to the preparation of high-quality educators for Missouri's schools? Is commitment to preparing educators part of the institutional mission statement? Do preparation programs receive an equitable proportion of institutional resources? Whether equitable or not, to what extent are resources sufficient to prepare highly qualified education professionals in ALL programs for which the Unit seeks approval?
2. What provisions are being planned and implemented to prepare educators for an increasingly technology-based school?
3. To what extent are the Unit's facilities conducive to the delivery of high-quality curriculum? To what extent are adjuncts provided adequate facilities (and equipment) for conducting their classes and for interacting with students?
4. What provisions are being planned and implemented to prepare educators for an increasingly diverse student population?
5. By what means are library/media holdings continuously evaluated and kept current? What evidence supports the adequacy and currency of all print and non-print materials and their availability to faculty, students, and public school personnel?
6. What evidence is there that faculty regularly avail themselves of instructional technology? How does the unit and institution ensure that faculty and candidates have training in or access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to facilitate instruction or personal productivity?